

## Genre Connections

### Lesson Organizer

<b>Lesson Synopsis</b>	Students revisit the literary genres of poetry, fiction, and literary nonfiction and make personal and textual connections across and within genres. Students write an engaging story incorporating a familiar theme. Students read and analyze expository texts and make textual, personal, or world connections across texts.	
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>Select a theme from a previously read text. In a timed situation, write and revise a brief engaging story incorporating the theme. Include believable characters, and a variety of literary strategies and devices to enhance the plot. Share your story with a partner or small group. (E1.13C; E.14A) <b>ELPS</b> 1E; 2D; 3E; 5E, 5F, 5G</li> <li>Select a complex character from a familiar classical fictional text. In a short essay, respond to the following: <ul style="list-style-type: none"> <li>How does the author use literary devices to develop a believable character?</li> <li>How is the character similar to one found in a piece of modern literature?</li> <li>Based on textual evidence, what connections can you make to the character? (E1.Fig19A; E1.Fig19B; E1.2B; E1.5B) <b>ELPS</b> 1E; 4J; 5E, 5F, 5G</li> </ul> </li> <li>After reading a teacher-provided short expository text, create a graphic organizer and provide textual evidence to address the following: <ul style="list-style-type: none"> <li>Explain the controlling idea and specific purpose of the text.</li> <li>List the most important details that support the author's purpose.</li> <li>Identify the organizational pattern and explain how it supports the author's purpose.</li> <li>How does this text connect to others you've read on this topic?(E1.Fig19B; E1.8A; E1.9A, E1.9C, E1.9D) <b>ELPS</b> 4G, 4I, 4J; 5G</li> </ul> </li> <li>Write multiple brief reflections to make connections within and across genres (e.g., literary-literary, informational-informational, and literary-informational). Provide textual evidence to support ideas. (E1.Fig19A, E1.Fig19B; E1.2A; E1.3A; E1.5C; E1.6A; 1.7A; E1.9D; E1.15Ci) <b>ELPS</b> 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G</li> </ul>	
<b>Key Understandings</b>	<ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> <li>Authors use conventions of written language to communicate clearly and effectively.</li> <li>Literary analysis of genres improves the reader's ability to determine purpose and message.</li> <li>Authors choose structure to convey information and enhance understanding.</li> <li>Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.</li> </ul>	
<b>TEKS</b>	<b>E1.Fig19</b>	<b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth and increasingly more complex texts as they become self-directed, critical readers. Students are expected to:
	E1.Fig19A	Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing, and synthesizing, making connections, creating sensory images).
	E1.Fig19B	Make complex inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b> (Fiction, Expository) <b>Supporting Standard</b> (Literary Nonfiction, Poetry, and Drama, Persuasive)
	<b>E1.2</b>	<b>Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
	E1.2A	Analyze how the genre of texts with similar themes shapes meaning. <b>Supporting Standard</b>
	E1.2B	Analyze the influence of mythic, classical, and traditional literature on 20th and 21st century literature. <b>Supporting Standard</b>
	<b>E1.3</b>	<b>Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:
	E1.3A	Analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry. <b>Supporting Standard</b>

	<b>E1.5</b>	<b>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.5B	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils. <b>Readiness Standard</b>
	<b>E1.6</b>	<b>Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:</b>
	E1.6A	Analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. <b>Supporting Standard</b>
	<b>E1.7</b>	<b>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.7A	Explain the role of irony, sarcasm, and paradox in literary works. <b>Supporting Standard</b>
	<b>E1.8</b>	<b>Reading/Comprehension of Informational Text/ Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.8A	Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. <b>Readiness Standard</b>
	<b>E1.9</b>	<b>Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.9A	Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion. <b>Readiness Standard</b>
	E1.9C	Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns. <b>Readiness Standard</b>
	E1.9D	Synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. <b>Supporting Standard</b>
	<b>E1.13</b>	<b>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>
	E1.13C	Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. <b>Readiness Standard</b>
	<b>E1.14</b>	<b>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</b>
	E1.14A	Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot. <b>Readiness Standard</b>
Ongoing TEKS	<b>E1.15</b>	<b>Writing/Expository and Procedural Texts. Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>
	E1.15C	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:
	E1.15Ci	extends beyond a summary and literal analysis
	<b>E1.1</b>	<b>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>
	E1.1A	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. <b>Supporting Standard</b>
	E1.1B	Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words. <b>Readiness Standard</b>
	E1.1D	Describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo). <b>Supporting Standard</b>
	E1.1E	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. <b>Readiness Standard</b>
	<b>E1.5</b>	<b>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.5A	Analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development. <b>Supporting Standard</b>

	E1.5C	Analyze the way in which a work of fiction is shaped by the narrator's point of view. <b>Supporting Standard</b>
	<b>E1.9</b>	<b>Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.9B	Differentiate between opinions that are substantiated and unsubstantiated in the text. <b>Supporting Standard</b>
	<b>E1.10</b>	<b>Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</b>
	E1.10A	Analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience. <b>Supporting Standard</b>
	<b>E1.13</b>	<b>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>
	E1.13A	Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
	E1.13B	Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning. <b>Readiness Standard</b>
	E1.13D	Edit drafts for grammar, mechanics, and spelling. <b>Readiness Standard</b>
	<b>E1.15</b>	<b>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>
	E1.15C	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:
	E1.15Cii	addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Chart paper (if applicable)</li> <li>• Classical fictional text (1 per student)</li> <li>• Informational text related to literary nonfiction text (optional)</li> <li>• Literary nonfiction text (1 per student)</li> <li>• Short literary nonfiction essay (1 per student)</li> <li>• Fictional text (1 per student)</li> <li>• Short informational text (optional)</li> <li>• Markers (1 set per group)</li> <li>• Short persuasive text (1)</li> <li>• Poem (1 per student)</li> <li>• Reader's Notebook (1 per student)</li> <li>• Teacher Reader's Notebook (1)</li> <li>• Teacher Writer's Notebook (1)</li> <li>• Short expository text (2)</li> <li>• Writer's Notebook (1 per student)</li> </ul>	
<b>Attachments</b>		
<b>Resources and References</b>	<ul style="list-style-type: none"> <li>• English I Literary Writing Rubric, Texas Education Agency (TEA) Website</li> <li>• STAAR Dictionary Policy, Texas Education Agency (TEA) Website</li> </ul>	
<b>Possible/Optional Literature Selections</b>	<ul style="list-style-type: none"> <li>• District-adopted resources</li> </ul>	